

Family, Social and Sexual Health (FSSH)**Grades PreK-2**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe ways to be responsible in school and at home, as a family member, classmate or friend. b. Demonstrate healthy ways to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, death).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Identify the roles and responsibilities of family members. b. Identify the stages of the life cycle from infancy to old age. c. Identify ways to show respect for diversity (e.g., individual differences, diverse family structures).
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify trusted individuals in the home, school, and community, who can provide help with health issues.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings (e.g., making friends; giving and accepting compliments or statements of appreciation). b. Demonstrate ways to communicate care, consideration, and respect of self and others.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Explain when assistance is needed in making health-related decisions (e.g., tattling vs. getting help). b. Identify people who can help make decisions and solve problems.

Family, Social and Sexual Health (FSSH)**Grades 3-4**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Describe how to be a responsible friend and family member. b. Demonstrate ways to show care consideration, and respect for self and others.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Explain the benefits of positive friendships and family relationships. b. Identify ways family and friend help meet physical, emotional, and social health. c. Identify basic male and female reproductive body parts and their functions. d. Describe physical and emotional changes that occur during puberty.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how friends, older students, family member and others influence behaviors.
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Describe how to seek adult advice and help about personal health issues.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Identify communication skills to build and maintain healthy relationships.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Apply the decision-making process to health issues and problems with friends or others.

Family, Social and Sexual Health (FSSH)**Grades 5-6**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Identify positive ways to handle the changes and feelings associated with puberty, friends and family relationships. b. Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the characteristics of safe, healthy, and respectful relationships. b. Describe body changes that occur during puberty. c. Describe the effects of change on family roles and responsibilities. d. Explain the short and long-term consequences of HIV, common STDs and pregnancy.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how information from peers, families, and media influences health (e.g., body image, sexual identity, personal health practices).
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify resources that provide valid health information and services for individuals, families, and communities.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including setting and respecting limits and boundaries. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Analyze how individuals, families, and community values influence health-related decisions.

Family, Social and Sexual Health (FSSH)**Grades 7-8**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop strategies that promote positive health for adolescents (e.g., coping with concerns and stress related to the changes in adolescence; dealing with sexual pressures, relationships).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.	a. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships. b. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death). c. Explain the process of human reproduction, including conception, prenatal development and birth. d. Identify the social, emotional, and physical benefits of healthy behaviors (e.g., setting personal limits/boundaries, abstaining from sex). e. Analyze the effects that risky behaviors have on personal health. f. Identify symptoms, risk factors, cause, transmission, treatment and prevention of sexually transmitted infections, including HIV/AIDS. g. Identify effective methods to prevent HIV, sexually transmitted infections, and pregnancy.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services. b. Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal factors). c. Analyze the effect of technology on personal and family relationships.

Family, Social and Sexual Health (FSSH) – Continued**Grades 7-8**

Stem	This is evident when students.....
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze school and community health services available for support and information for a variety of health issues. b. Analyze the validity of health information, products, and services from a variety of sources including the Internet. c. Demonstrate the ability to locate appropriate health products and services.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate resistance/refusal and negotiation skills to enhance health and interpersonal relationships. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues. c. Demonstrate ways to influence and support others in making positive health choices.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Set a goal to improve sexual health (e.g., sexual abstinence, setting personal boundaries and limits).
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Describe how their decisions impact the health of themselves and others.

Family, Social and Sexual Health (FSSH)**Grades 9-12**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures). b. Demonstrate strategies to promote acceptance and respect for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).
HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.	a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle. b. Describe the benefits of abstaining/postponing sexual activity and setting sexual limits. c. Differentiate between respectful and disrespectful relationships. d. Discuss the effects of stereotyping and ways to counteract negative effects. e. Analyze how behavior can impact health maintenance and disease prevention (e.g., sexually transmitted infections, pregnancy). f. Describe the process of human reproduction including conception, prenatal development and birth. g. Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.
HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors. b. Describe how community and social norms influence health choices.

Family, Social and Sexual Health (FSSH) – Continued**Grades 9-12**

Stem	This is evident when students.....
HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues. b. Provide evidence to support the validity of health information, products, and services. c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.
HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, “I” messages, assertive, active listening, body language). b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages). c. Demonstrate the ability to advocate for health promoting opportunities for self and others.
HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.	a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals. b. Identify barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.
HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate a logical progression through a decision-making process that result in health-enhancing behaviors consistent with personal and family values. b. Analyze the immediate and long-term impact of health decisions on the individual, family and community. c. Evaluate the internal and social pressures that influence decisions.